



Academic Integrity Policy

Guidelines for members of the
Middle school community

This document has been prepared by the school's MYP Coordinator along with a team comprising administrators and teachers.

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School's Philosophy on Academic Integrity

At DES Middle School, academic integrity is fundamental to our educational philosophy. We believe that academic honesty is a reflection of the IB Learner Profile attributes and a commitment to ethical conduct, fairness, and respect in all academic pursuits. Our Middle School community is guided by the following core principles of the IB which reflect academic honesty:

- **Principled:** Students are encouraged to act with integrity, honesty, and a strong sense of fairness. They take responsibility for their actions and demonstrate respect for the rights and dignity of others.
- **Caring:** We foster empathy, compassion, and respect among our students, encouraging them to recognize the value of collaborative learning and mutual support.
- **Risk-Taking:** Embracing uncertainty with determination, our students explore new ideas both independently and collaboratively. They exhibit resourcefulness in the face of challenges.
- **Critical and Creative Thinking:** Developing critical thinking skills, students analyze complex problems and make responsible, ethical decisions, demonstrating initiative in their academic endeavors.

Understanding Academic Integrity

Academic integrity refers to the ethical code and moral principles followed by individuals engaged in academic pursuits. It embodies a set of values, honesty, and ethical behavior expected in scholarly activities, research, and learning environments. Promoting academic integrity is essential for maintaining fairness, trust and credibility, as well as respect towards other individuals. It assists in fostering an environment where learning and research flourish.

Definitions of important Academic Integrity terms

Cheating	Dishonesty, typically in academic settings, by using deceitful means to achieve a result.
Citing and Referencing	The practice of acknowledging and providing credit to the sources of information, ideas, or work used in academic writing or research through the use of citations, footnotes, or a bibliography.
Collaboration	Working jointly with others on a task, project, or assignment.
Collusion	Engaging in unauthorized collaboration or cooperation, resulting in dishonest or unoriginal work.
Equal Opportunity	Ensuring fairness and impartiality by providing the same chances, advantages, and resources to all individuals.
Misconduct	Intentional and unintentional actions that could provide the student or others with an unfair advantage in one or more assessment components.
Ownership	Respecting the rights of original creators and acknowledging their work when using it.



Plagiarism	Presenting someone else's ideas, words, or work as one's own without proper acknowledgment or citation.
Principled Action	Acting with integrity and ethical consideration in all academic endeavors.

Promoting Academic Integrity

At DES Middle School, being an International Baccalaureate (IB) candidate institution*, promoting academic integrity is fundamental to our philosophy. We adhere closely to the principles outlined in the IB's academic integrity policy to ensure a fair learning environment which provides equal opportunities to all students.

We strive to create a space where all students have equal opportunities to demonstrate their true abilities. Our commitment to academic integrity involves comprehensive teaching and guidance to instill in students the importance of acknowledging sources, submitting authentic work, and conducting themselves ethically in all academic endeavors. Teachers play a pivotal role in modeling ethical behavior and guiding students toward critical thinking and presenting originality in their work. Moreover, our school places a strong emphasis on creating awareness among all members of our school community about the significance of academic integrity. By upholding these principles, we aim to not only ensure the validity of assessments but also cultivate a sense of trust and confidence among all stakeholders in the integrity of the educational process.

Responsibilities for academic integrity

Responsibilities of the School

- ✓ Establish an administrative team or specific staff member responsible for overseeing academic integrity matters within the institution.
- ✓ Ensure proper training of teachers with academic integrity topics and protocols.
- ✓ Provide guidance and support to teachers regarding the reporting and investigation procedures for cases related to student academic misconduct.
- ✓ Recommend appropriate penalties for cases of academic misconduct.
- ✓ Maintain comprehensive records associated with each case for future reference.
- ✓ Conduct training sessions and workshops for both teaching staff and students to enhance understanding and adherence to academic integrity principles.
- ✓ Share the school's and the IB's academic integrity policy with all stakeholders.
- ✓ Establish and maintain transparent communication channels with parents and legal guardians, outlining expectations and standards related to academic integrity.
- ✓ Communicate extensively about good academic practices, ethical behavior, and available resources to all stakeholders.
- ✓ Prioritize prevention strategies by fostering an environment where students comprehend and embrace their responsibilities to complete work honestly.

Responsibilities of the Teachers

- ✓ Familiarize themselves with the academic integrity policies and guidelines set by the school, and the International Baccalaureate (IB) to support their students.
- ✓ Encourage responsible learning attitudes in their children, emphasizing the ethical aspects of academic work and the importance of honesty.



- ✓ Provide necessary time and support for the children to gradually develop essential skills, such as proper referencing, producing authentic work, and conducting ethical research.
- ✓ Collaborate with fellow teachers to ensure students are well-prepared.
- ✓ Ensure students' work is appropriately labeled, saved, and submitted to avoid submission errors.
- ✓ Reinforce the value of independent efforts.
- ✓ Report and support the school in cases of suspected academic misconduct, providing necessary cooperation.
- ✓ Assist in maintaining electronic copies of students' past work as required by the school, and IB for at least a year after the submission.

Responsibilities of the Parents

- ✓ Familiarize themselves with the school's academic integrity policy.
- ✓ Ensure students' work is appropriately labeled, saved, and submitted.
- ✓ Cultivate open discussions at home about the importance of honesty and ethical behavior in academic work, reinforcing the significance of personal responsibility in completing assignments with integrity.
- ✓ Encourage children to develop time management skills and effective study habits that align with academic integrity principles.
- ✓ Engage actively in monitoring their child's progress and staying in touch with their child's work through Managebac and the school's platform.

Responsibilities of the Students

- ✓ Complete assignments and assessments honestly and independently, ensuring original work reflective of their own, and not other's, understanding.
- ✓ Accurately cite and acknowledge sources used in their work, following proper referencing guidelines, based on their grade.
- ✓ Seek clarification when uncertain about ethical academic practices or guidelines from teachers, parents or peers.
- ✓ Present original ideas and thoughts, avoiding plagiarism.
- ✓ Collaborate ethically and fairly in group projects.
- ✓ Acknowledge personal responsibility for academic actions, embracing integrity in their own learning journey.

Examples for Citing and Acknowledging Original Authorship

Citing and acknowledging original authorship are integral components of academic integrity. Proper citation practices validate the authenticity of academic work and demonstrate respect for the ideas and efforts of others. Below are examples of conventions for citing various sources:

Books: Include the author's last name, first initial(s), publication year, book title, publisher, and page numbers for direct quotes or specific references.

Example: Smith, J. (Year). Title of the Book. Publisher. Page number.

Journal Articles: Cite the author's last name, first initial(s), publication year, article title, journal name in italics, volume number, issue number (if applicable), and page range.

Example: Johnson, A. (Year). Title of the Article. Journal Name, Volume(Issue), Page range.



Websites: Provide the author's last name, first initial(s) (if available), publication date (if available), webpage title, website name, URL, and access date.

Example: Author Last Name, First Initial. (Year, Month Day). Title of the Webpage. Website Name. URL. Accessed Month Day, Year.

Online Sources: Include the author's last name, first initial(s) (if available), publication date (if available), article or page title, website name, URL, and access date.

Example: Author Last Name, First Initial. (Year). Title of the Article. Website Name. URL. Accessed Month Day, Year.

It's important to note that citation expectations vary according to students' age and grade levels. For younger students, the school recognizes the need for gradual learning and will not strictly enforce detailed referencing requirements. Instead, a simpler approach, such as mentioning the resource at the end with a link or similar method, will be sufficient. This approach aims to gradually familiarize younger students with the concept of citing sources while accommodating their developmental stage and educational needs. As students progress through their academic journey, they will gradually adapt to more formal citation practices, aligning with the expectations outlined by the school and academic standards.

Conclusion

In crafting this policy, our focus remains the well-being of our students, the support for our teachers, and the collaboration with the parents. Aligned with the International Baccalaureate's (IB) guidelines, this policy serves as a compass, ensuring an enriching academic environment. It emphasizes integrity while providing clear expectations for students, guidance for parents, and support for our educators.

It is our commitment to continuously enhance and adapt our practices to meet the evolving needs of our community. As such, this policy will undergo review every two years, or sooner if deemed necessary. This regular reassessment underscores our dedication to fostering an environment rooted in academic integrity and continuous improvement for the benefit of all involved stakeholders.

Sources

Academic honesty in the IB educational context, International Baccalaureate Organization , 2014, <https://www.rossall.org.uk/wp-content/uploads/2018/10/academic-honesty-ib-en.pdf>

Middle Years Programme. MYP: From principles into practice. May 2014 (Updated August 2022), https://resources.ibo.org/data/m_0_mypxx_guu_1405_10_e.pdf

*DES Middle School is a candidate school for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.